DOCUMENT RESUME

ED 271 950 FL 015 804

AUTHOR Hadaway, Nancy L.
TITLE Teaching Vocabulary in English as a Second Language Classes: A Rationale and Instructional Unit.
PUB DATE [86]
NOTE 27p.
PUB TYPE Information Analyses (070) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Class Activities; *Classroom Techniques; Course Descriptions; *English (Second Language); Lesson Plans; Literature Reviews; Secondary Education; Second Language Instruction; Teacher Developed Materials; *Vocabulary Development

ABSTRACT

Second language methodology has undergone much change, with the emphasis shifting from productive to receptive skills in the initial stages of instruction. Vocabulary is receiving new attention in the literature, but the strategies for introducing new lexical items have changed due to new teaching methods. The key to teaching vocabulary lies in putting the items in meaningful context and in developing the relationships between words. These techniques will lead to retention of vocabulary and will increase student ability to communicate effectively and function outside the classroom. The instructional unit that is included uses this approach and focuses on leisure and recreational vocabulary in English as a second language. Designed for high school students at level B, it consists of three weeks of daily instructional and evaluative activities leading to a series of specific cognitive, affective, cultural, and psychomotor objectives. Eighteen references conclude the paper. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271950

TEACHING VOCABULARY IN ENGLISH AS A SECOND LANGUAGE CLASSES: A RATIONALE AND INSTRUCTIONAL UNIT

Nancy L. Hadaway
Lecturer
Department of Educational
Curriculum & Instruction
Texas A & M University

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy L. Hadaway

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL 015804

TEACHING VOCABULARY IN ENGLISH AS A SECOND LANGUAGE CLASSES

The teaching of vocabulary has drawn increased interest recently due to current research related to language acquisition. Many second language courses have in the past stressed grammar, and vocabulary was introduced in order to teach and supplement specific grammatical structures. However, the new emphasis on communicative competence has turned the focus toward vocabulary instruction. As Krashen and Terrell (1983:71) state " . . . of the two tools for communication, vocabulary and grammar, the former is clearly the most essential one." Thus, lexical knowledge is important in order to function in a second language and should not be assigned a secondary role. On the contrary, Allen and Valette (1972:149) contend, "students who are immersed into a new linguistic setting tend to pick up vocabulary first, and then gradually develop a more accurate structural framework in which to use these words."

Furthermore, on examination of some assumptions regarding lexical competence, these would tend to emphasize the need for teaching vocabulary. Richards (1976:78), in his first assumption proposes, ". . . the native speaker of a language continues to expand his vocabulary in adulthood, whereas there is comparatively little development of syntax in adult life." Vocabulary expansion then becomes an ongoing process, and second language learners as well as native

speakers will also require an ever increasing number of lexical items in order to more fully communicate.

The emphasis on structure with its accompanying tendency to relegate vocabulary development to a secondary position has created many difficulties for second language students in the past. Judd (1978:72), in building a case for massive vocabulary instruction, argues the result of these practices is that ". . . students, upon leaving the sheltered atmosphere of the ESL classroom, often find themselves at a literal 'loss for words' in the uncontrolled English-speaking environment which they encounter. . . ." Therefore, the teaching of vocabulary should be moved to an area of prime importance. In fact, as Krashen and Terrell (1983:55) suggest, ". . . vocabulary should not be avoided: with more vocabulary, there will be more comprehension and with more comprehension, there will be more acquisition!"

Along with these recent articles indicating a need for vocabulary instruction have come an examination of strategies and techniques for introducing new lexical items. Again the theories of language acquisition have had an impact; Krashen and Terrell (1983) stress the importance of input, which has implications for the teaching of vocabulary. Instead of merely presenting students a list of words for rote memorization, vocabulary should be incorporated into teacher talk, and thus, students are receiving input.

Krashen (1981:116) indicates, "intake is available via meaningful and communicative activities supplied by the teacher; this is the most direct way the classroom can promote language acquisition."

In order to create meaningful learning experiences, words should be taught in context. Judd (1978:73) states, "words taught in isclation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or pharse appears." Furthermore, when presenting vocabulary in context, the teacher is providing that input which is so essential to language acquisition.

Other suggestions for the presentation of vocabulary include using new words in already known structures and the grouping of items into topics or subjects, such as foods, clothing, etc. In favor of this type of grouping, Haycraft (1978:46) adds, "in many ways, it is easier to teach vocabulary which belongs to one area of sequence, as the student will be able to form a pattern of interrelated words in his mind." In addition, to increase student interest, (Finocchiaro, 1974:73) encourages the use of "vocabulary which is intimately related to the environment and experiences of the pupils." In this manner, student motivation will be enhanced as the learners will be acquiring words and expressions that can be put to immediate use in everyday communication.

Finally, constant review of vocabulary after the initial presentation is very important. The teacher must continue to weave those new words into the lessons and units which follow. Judd (1978:74) concurs, ". . . the more exposures given to a word or phrase, the better the chances for retention. Too often lexical items are introduced in one unit and are never repeated. Rarely do native speakers incorporate new words into their lexical repertoires on a single exposure; the ESL student should not be expected to do so either."

To summarize, new vocabulary should be presented in context and in known structures and should also include items of relevance to the student. Furthermore, following introduction of lexical items, careful attention should be given to repeated use of the words to ensure their incorporation into the student's active vocabulary.

The methodology for teaching second languages has changed rapidly in recent years. The audiolingual method has fallen into disfavor because drilling of patterns did not produce the desired result, communicative competence. A new group of methods, such as the Natural Approach and Total Physical Response have all made their way on to the scene of second language instruction. These newer methods stress the importance of the receptive stage in the beginning of language acquisition and recommend the productive stage be postponed temporarily. In the silent period of the Natural Approach, vocabulary emphasis can

again be seen. Krashen and Terrell (1983:155) indicate, ". . . the purpose of the prespeaking stage is for students to develop listening strategies based primarily on lexical item recognition. Students listen to input which is so highly contextualized that they can focus on key lexical items and interpret the general meaning of utterances produced by the instructor."

Teachers provide that comprehensible input in a variety of ways. Pictures, objects, mime, or flash cards can be utilized, and teachers can discuss key vocabulary items in context. The Total Physical Response utilizes commands to teach new words and expressions; Asher (1979:4) adds, ". . . hundreds of vocabulary items can be learned through the skillful use of the imperative by the instructor." In these methods, student attention is not focused on memorizing a list of words but rather following teacher commands or listening to the teacher describing a specific picture. Krashen and Terrell (1983:156) argue, ". . . it appears to be the case that 'memorized' or 'drilled' vocabulary does not stick; words learned by rote or drill do not enter permanent memory storage. True vocabulary acquisition with long-term retention occurs only with meaningful exposure in situations in which real communication takes place."

The new methodologies seek to provide the learner with meaningful input and to show students the interrelatedness of

vocabulary items. The technique of "semantic feature analysis" (Steiglitz, 1983:71) ". . . helps learners better understand the similar and different meanings of words." This technique ties in well with presenting vocabulary by topics. Students are made aware of relationships between words. As Harvey (1983:243) emphasizes, it helps ". . . students to play a more active part in thinking about possible ways of classifying English lexical items; and to provide a framework that would lend itself to classroom exploitation and student-centered elicitation and categorization of vocabulary."

To conclude, second language methodology has undergone much transformation with the concentration changing from production skills to reception skills in initial stages of instruction. Vocabulary is receiving new emphasis, but the strategies for introducing lexical items have changed due to the new methods. The key to teaching vocabulary lies in providing the items in meaningful context and in developing the relationships between words. These techniques will lead to retention of vocabulary and will increase student ability to effectively communicate and function outside the classroom which is after all the goal of ESL classes.

INSTRUCTIONAL UNIT

VOCABULARY UNIT
for
RECREATION AND LEISURE ACTIVITIES

INSTRUCTIONAL UNIT: VOCABULARY
RECREATION AND LEISURE ACTIVITIES

I. Introduction: High school ESL class, Level B students

This unit covers recreation and leisure activities.

II. Objective Categories:

A. Cognitive Objectives:

The student will:

1. recognize and know in written and oral form the vocabulary words for various recreation/ leisure activities
2. comprehend basic expressions and related vocabulary words dealing with recreation and leisure activities
3. comprehend and follow class discussions regarding recreation/leisure activities
4. use words and phrases dealing with recreation and leisure activities
5. talk about recreation/leisure activities
6. read various sources (ie., newspaper, magazines, books) and locate references to recreation/ leisure activities
7. read with comprehension articles discussing recreation/leisure activities
8. orally summarize articles that have been read dealing with recreation/leisure activities
9. participate in class discussions and activities based on classroom readings of recreation/leisure activities
10. write the vocabulary words for various recreation/leisure activities using correct spelling
11. write from dictation short sentences relating to recreation/leisure activities
12. write a short paragraph discussing recreation/ leisure activities

B. Affective Objectives:

The student will:

1. discuss interests and free-time activities
   a. tell how those activities make him/her feel
   b. tell why he/she enjoys those activities
2. express personal opinions/feelings about other recreation/leisure activities

BEST COPY AVAILABLE

C. Cultural Objectives:

The student will:

1. discuss recreation/leisure activities common in his/her country of origin
2. compare and contrast recreation/leisure activities in the U.S. and in the student's country of origin
3. compare and contrast attitudes toward leisure-time in the U.S. and in the student's country of origin
4. define and discuss sportsmanship, citing various means to demonstrate this
5. discuss the effect of leisure activities on the economy
6. discuss customs, dress, etc. surrounding leisure/recreation activities

D. Psychomotor Objectives:

The student will:

1. cut out recreation/leisure activity pictures, label them, and group them into various categories (sport, non-sport, etc.)
2. act out a leisure/recreation activity for the class to guess
3. cut out pictures and create a collage of various recreation/leisure activities

III. Instructional Activities and Evaluation:

A. Week One

1. Monday--Introducing the lesson, Sports, Games, and Diversions

Introduce the unit. Explain that we will be discussing various ways to make use of spare and leisure time.

Introduce and discuss the following vocabulary words: leisure, leisure time, recreation, diversion, spare time, hobbies, sports, games, activities, events

Materials needed: Flashcards

a. Vocabulary words for the lesson are written on flashcards. Present each flashcard and discuss the word. Any new word the students add or do not understand is written on a blank flashcard and then defined and discussed.

Activity/Evaluation: After discussing the flashcards initially, define a word and have students tell the word. Later, flash the word and have students define it.

b. Teacher lists the day's vocabulary words on the board. Go over them one more time.
Activity/Evaluation: Class can group the words from general to more specific terms. Discuss the reasons for this grouping.

c. Ask students to supply some more specific words under one of the groupings, such as sports: baseball, skating, swimming, etc. These words will then be written on flashcards and reviewed on the next day. Make sure all students are familiar with the words under the category.
Activity/Evaluation: After listing the words under one category, have students split into small groups and discuss their personal likes and dislikes of those activities. Have them rank these from favorite to least favorite. Regroup and have students discuss their ranking.

2. Tuesday--Vocabulary Review and Extension
Reading-Word Recognition
Materials Needed: Flashcards, newspapers, magazines

a. Teacher reviews vocabulary (both general and more specific terms) from Monday. Show flashcards and use in context.
Activity/Evaluation: Shuffle cards and then define a word; have students tell the word and show the card again. Later show the word and have students define. Finally, teacher uses a sentence with a blank; students volunteer the correct word.

b. Teacher reviews previous day's vocabulary and uses pictures to describe various sports and sporting events.
Activity/Evaluation: After using pictures, have students brainstorm for new words, especially general actions and equipment, relating to the sports vocabulary. Use the pictures as an aid, for example, baseball: bat, batting,catching, glove, etc. List these on the board and flashcards.

c. Review the new vocabulary items with previous items, miming activities. Have students repeat actions.
Activity/Evaluation: Shuffle flashcards and have students draw one (if a student chooses one he is uncertain about, he may choose again or the teacher can explain). Then students can act out the vocabulary word for the class.

d. Activity: Have students break into small groups using newspapers and magazines and locate advertisements dealing with sports/sporting events covered thus far in class.
Evaluation: Show the ad to class and the student should point out the words learned thus far and/or tell which vocabulary items studied could apply to this advertisement.

3. Wednesday-- Vocabulary Review and Extension
Listening Comprehension, Spelling, Cultural Discussion

Materials needed: Flashcards, cassette tape and/or videotape of sports events

a. Teacher reviews Tuesday's vocabulary words with flashcards again supplementing with pictures and actions.
Activity/Evaluation: Have students listen to taped advertisements and newsbroadcasts discussing leisure and recreation activities. Have them raise their hands when a vocabulary word is mentioned. Then turn off the tape and discuss the word and the context in which it was used. The tape may be played first with no response in order to acquaint students with the format. Also, the tape may be played several times in order to catch more vocabulary words overlooked on initial screenings.
(1) A variation to this would be to use a video tape and have sporting events recorded; have students identify sports action and equipment vocabulary studied thus far.
(2) Also, a tape could be made of the sounds of sporting events and students could identify the event with the sound, ie., horses running=horse racing

b. The teacher will pass out slips of papers to the students on which will be listed: a sport, a piece of equipment, or a place to view or participate in that sport. If necessary, the teacher can review this vocabulary quickly.
Activity/Evaluation: The students must circulate around the room and find someone who plays the sport, has that equipment, or has gone to that specific place.

c. Students all sit in a large circle to discuss leisure/recreation in the U.S. and in other countries.
Activity: Class discussion

Questions:
(1) What sports are popular here in the U.S.?
(2) What sports are popular in other countries?
(3) What importance do we give to sports here in the U.S.?
(4) How do other countries rank sports in importance?
(5) Are sporting events "big business" in the U.S.? In other countries?
(6) How does one demonstrate sportsmanship in the U.S.? In other places?
(7) What are some interesting customs surrounding sporting events? (For example, the President always pitches the first ball of the baseball season.)

Evaluation: Student participation in the class discussion.

d. The teacher lists previous general and specific vocabulary categories on the board, and students call out the sports, actions, equipment, and places learned thus far.
Activity/Evaluation: The teacher takes another of the general categories, for example, hobbies, and students can volunteer new words to go in that category. These become the review words for Thursday. The class discusses all the categories and words and how they fit together. Finally, the teacher gives several short dictation sentences with Monday and Tuesday's words to test for listening comprehension and spelling.

5. Thursday: Vocabulary Extension, Oral Language, Reading, Writing

Materials needed: Flashcards, newspapers and magazines

a. Teacher reviews previous day's vocabulary with flashcards, pictures, and actions. Use pictures and/or actions only to then elicit student response.
Activity/Evaluation: Students are to bring objects that reflect their favorite leisure/recreation activity studied thus far. They explain to the class about the object and why it reflects their favorite activity.

(1) A variation of this is to have the objects already out and have the class guess which one belongs to which student and give a reason for their guess.

b. Display a chart showing how the vocabulary list for the week has grown. Discuss moving from more general to more specific: leisure/recreation, sports, swimming, pool/beach. Now utilize yesterday's vocabulary of hobbies and have students brainstorm for objects, etc. needed to participate in those hobbies. Activity/Evaluation: The teacher divides the class into pairs. The students are to interview each other about their personal opinions on various sports and hobbies. Regroup and the students should introduce each other to the rest of the class.

c. Teacher shows a newspaper and magazine to the class. The table of contents and index are reviewed, and the teacher demonstrates how to use these in order to find a sports/hobby article. Activity/Evaluation: Students divide into small groups and find articles about their favorite activity. Have each student use a marker to highlight all the week's vocabulary in his/her article and then summarize the article in a few sentences. The group will consolidate these individual summaries into a group report and present it to the class.

5. Friday: Vocabulary Review and Extension, Oral Language, Composition

Materials needed: Flashcards, Bingo forms

a. Teacher uses flashcards, pictures, and actions to review the previous day's vocabulary of hobbies and objects needed for those hobbies. Activity/Evaluation: Teacher passes out vocabulary flashcards, and each student acts out a vocabulary word for the class to guess. Then the student shows the class the word or writes it on the board.

(1) A variation on this would be to divide the class into teams and play charades.

b. Review the entire week's vocabulary. Then give sentences with blanks and have students call out the correct words.
Activity/Evaluation: Pass out bingo forms with the week's vocabulary written at the top. Have students fill in any words they choose. After the first game, the winner of each following game may call the next round.

c. Discuss the week's vocabulary with the class.
Activity: Class discussion.
Questions:
(1) What is leisure time?
(2) What do you do with your spare time? Why?
(3) What activities do you enjoy? Which ones do you dislike? Why?
(4) Are your pastimes expensive/inexpensive?
(5) Is it important to have leisure time? Why?
Evaluation: Have the student write a short paragraph discussing what he/she does with his/her spare time.

B. Week Two

1. Monday--Vocabulary Review and Extension, Conceptual Categories, Grouping

Materials needed: flashcards, catalogs, newspapers, magazines, two week schedules

a. Teacher reviews the following week's vocabulary with flashcards, pictures, actions.
Activity/Evaluation: Teacher adds the final category: 'games', and students call out vocabulary which would fit under that category. The teacher defines and describes all the new words. Then the teacher defines a word and students call out the word, or teacher gives the word and calls for a definition from students.

b. Teacher uses semantic feature analysis with class by describing how all these words are interrelated.
Activity/Evaluation: The students and teacher construct a hierarchy of all the vocabulary studied thus far.
Example:

leisure/recreation

sports	games	hobbies
baseball	checkers	collecting
equipment/places	equipment/places	equipment/places

Class discusses this hierarchy and how some words may fit into more than one category.

b. Teacher divides class into several small groups after discussing the hierarchy on the board. Each group receives a category: sports, games, hobbies.
Activity/Evaluation: Students are to clip pictures and words from catalogs, newspapers, and magazines and further catagorize these into objects/equipment, places to play/participate. Then students can create a collage on poster-board, labeling the categories. These are to be displayed in class.

c. The teacher ties all the vocabulary for the previous week together with today's words. The class discusses the value of leisure time and then the teacher passes out a two week schedule with all the days of the week.
Activity/Evaluation: Students are to post these schedules in the room and record various leisure activities in which they participate during the next two weeks.

2. Tuesday: Vocabulary Review and Extension, Listening Comprehension, Spelling

Materials needed: Flashcards, pictures, maps (large and individual size), cassette tape of ads/newsbroadcasts

a. Teacher reviews the vocabulary with flashcards, pictures, actions.
Activity/Evaluation: Teacher describes a picture and then gives the picture to a student. The class must remember who has what picture. The student can also give the vocabulary word(s) represented by his/her picture and describe the actions.

b. The teacher will play taped ads and newscasts. Students are to listen for vocabulary for leisure/recreation activites.
Activity/Evaluation: As students listen to tapes, they raise hands as they hear vocabulary words. The tape is stopped and the word and context are discussed. Then the class divides into groups and listens to several other ads. The group writes vocabulary words they hear. Then regroup and compare lists with the whole class. The teacher can finally pass out a script of what was heard, and the class can compare their lists with the actual script. Last, the teacher reads some short ads/newscasts with only one word per ad/newscast. Students

are to focus only on the event or equipment used and then write it on their paper with correct spelling.

c. The teacher discusses with the class how various recreation/leisure activities are popular in various parts of the world. Students discuss this and some possible reasons. Activity/Evaluation: Students receive a map with areas and popular activities in those areas. The teacher asks questions, and students must utilize the information on the map in order to answer the questions.

3. Wednesday: Vocabulary Extension and Review
Oral Language, Conceptual Categories, Reading Charts

Materials needed: Flashcards, pictures, magazines, catalogs

Prerequisite Knowledge: Seasons of the year, weather, climate

a. Teacher uses flashcards to review the seasons, weather, and climate.
Activity: Class discussion.
(1) How might the seasons affect leisure/recreation activities?
(2) What seasons would be better for some of the activities we have discussed? Why?
(3) What climate/weather conditions are essential for some of the activities mentioned?
(4) What weather conditions favor certain activities?
(5) Consider various countries and the activities popular there. What affect might the climate conditions of that area have on those activities?
Evaluation: Student participation in discussion.

b. Teacher summarizes the previous discussion, and the class has an opportunity to add any further observations.
Activity/Evaluation: The teacher lists previous vocabulary on the board/chart, and the class classifies the words according to seasonal and non-seasonal activities.

c. Reading charts: Teacher passes out a sample chart listing various students, the recreation/leisure activities in which they participate, and the days on which they participate.
Activity/Evaluation: The teacher asks specific questions regarding the chart, for example: What hobby does John have? When does he work on his hobby? The student then refers to the chart for their answers. Finally, the teacher can make a large chart and put all the students' names; then the students can volunteer hobbies and interests and the days on which they prefer to participate.

4. Thursday: Vocabulary Review, Oral Language, Listening Comprehension
Materials needed: Flashcards, pictures, magazines, catalogs, posterboard, markers

a. Flashcards are spread on a table, and the teacher uses pictures to review the previous day's vocabulary. The vocabulary word or words is used in context.
Activity/Evaluation: The student is given a picture, and he/she goes to the table and finds all the words related to that picture and shows these to the class. He/she can say the words and/or describe the picture.
Following this activity, the teacher uses the pictures for a listening comprehension. The students must answer on paper, true or false to the statement made by the teacher concerning the picture.

b. Class is divided into four groups. The students draw one of the four seasons.
Activity/Evaluation: The class again discusses the seasons and weather and which activities could be performed in the various seasons. Then each group must use the posterboard, markers, magazines, and newspapers to create a poster or collage of seasonal leisure activities for their season. These will be displayed in class.

c. Teacher reviews vocabulary items through the use of actions.
Activity/Evaluation: Students give each other commands. Examples: Skate, dance, swim. Students may give a command to one student or to a group of students, and they must use the appropriate actions.

5. Friday: Vocabulary Review, Oral Language, Class Discussion--culture, values, economics Ranking/Ordering, Reading

Materials needed: Flashcards, advertisement, expense list

a. Teacher passes out an advertisement for sports equipment. The class discusses the factual information in the ad. Example: How much does the equipment cost? Then the teacher passes out an itemized list of the expenses involved in a ski weekend. The class discusses what you need to ski and how much these cost for a ski weekend.
Activity: Class discussion.
Questions:
(1) Do all activities cost something if you participate?
(2) Which activities seem to be more expensive? Why is this so?
(3) Does it cost a great deal for your favorite activities?
(4) Do you have to spend money for an activity in order to have a good time?
(5) Which activities require only a small expenditure of money?
(6) Which activities do not require any expense?
(7) Is recreation/leisure a "big business" in the U.S.? Why or why not?
In other countries? Why or why not?
Evaluation: Student participation in the discussion.

b. Teacher summarizes class discussion.
Activity/Evaluation: Teacher uses webbing activity to get feedback on class discussion. Students branch out from the general word recreation/leisure activity, concentrating on the cost aspect of leisure time.

c. Teacher defines and discusses a continuum. An example is given on the board, such as:

favorite--------to---------least favorite

Then the class fills in with ideas for favorite to least favorite leisure activities by polling class members and placing the activity along the continuum.
Activity/Evaluation: Teacher divides class into small groups. They draw from the activities flashcards and then are given a continuum topic such as expensive, dangerous, etc. They must rank the activity flashcards along the continuum from most to least expensive.

C. Week Three

1. Monday: Vocabulary Review and Extension, Oral Language, Class Discussion, Reading and Following Directions

Materials needed: Flashcards, pictures, newspaper, magazines, catalogs, phone book

Prerequisite Knowledge: Parts of the body

a. Teacher reviews the previous vocabulary with flashcards, pictures, and actions. Teacher defines a word, and students call out the word. Student defines a word, and another student tells the word. Teacher uses sentences with blanks, and students write out the word on paper; then class checks papers together.
Activity/Evaluation: Class Discussion
After vocabulary has been reviewed, the teacher introduces the new area of abilities. Ask if any student knows what 'ability' is. Discuss definition and give multiple examples. Then tie back into other vocabulary.
Questions:
(1) Does a person need ability to participate in leisure/recreation activities?
(2) What type of ability do you need?
(3) Can you participate without special abilities? How?
(4) How do you improve your ability in an activity?
(5) What type of ability do you need for sports? for music? for art?
(6) What do we use in order to be able to participate in music? in sports?
Teacher uses webbing technique with answers in class discussion.

b. Teacher summarizes class discussion and the web. Teacher then reviews the body parts by using TPR.
Activity/Evaluation: Teacher asks questions of class to tie actions and abilities to body parts.
(1) What do you use to swim?
(2) What do you use to play the piano?
Etc.
Students answer with appropriate parts of the body.

c. Teacher reviews various reference materials (newspaper, magazines, phone book, catalogs) and how to obtain the desired information from these sources.
Activity/Evaluation: Each student is given a slip of paper with several problems/ questions. Examples:
(1) you need to order a baseball glove
(2) find a store that sells swimsuits
(3) where can you go for piano lessons
The student must write out the reference source used and list the specific store, location, price, etc. asked for in the problem/question.

2. Tuesday: Vocabulary Review, Writing, Oral Language, Listening Comprehension/ Dictation

Materials needed: Flashcards, pictures, taped newscasts, newspapers, tape recorders, blank cassettes

a. Teacher reviews the vocabulary through actions.
Activity/Evaluation: Class is divided into two teams. Flashcards are divided between the teams, and they play Charades with the vocabulary items.
At the end of the game, a dictation of short sentences is given to test listening comprehension and spelling.

b. Teacher first holds up a newspaper, and the class finds a news article in the sports or recreation section. They identify the known vocabulary words studied in this unit, discuss content, and the relevant items in a news story. Then class listens to a sports newscast and identifies known vocabulary and relevant items to a newscast.
Activity/Evaluation: The teacher divides class into small groups. They are given a topic with relevant information and must write a newscast script that lasts 3 minutes. Then each group tapes their sportscast. The whole class can listen to the tapes and give feedback.

3. Wednesday: Vocabulary Review, Writing, Oral Language

Materials needed: Flashcards, pictures, bingo forms, ads from newspapers and magazines, posterboard, markers

a. Teacher reviews vocabulary once. Then students lead class by giving commands to act out the vocabulary items.
Activity/Evaluation: Students receive bingo forms with all the vocabulary listed at the top. They fill in their cards, and the first game is played. With each game afterward, the winner of the previous game may call the items.

b. Teacher shows the class several advertisements from newspapers and magazines. The class locates vocabulary word(s) and other important information essential to the ad. The class discusses advertisement, and together make an ad which the teacher writes on the board.
Activity/Evaluation: Each student is given posterboard and markers. He/she is to create their own advertisement using correct spelling and utilizing all necessary information discussed in class. Students display their ads, and the class discusses these.

c. Activity/Evaluation: Twenty Questions. A student goes to the board and puts the number of blanks necessary to spell one of the vocabulary words or phrases. Then the other students ask questions in order to determine the word or expression. The winner can go to the board and do the next item.

4. Thursday: Vocabulary Review, Ranking, Oral Language, Composition

Materials needed: pictures, preference sheet

a. Students use pictures to review the vocabulary for the class. They use vocabulary words in context, give commands, definitions, etc.
Activity/Evaluation: The teacher divides the class into small groups. Each individual receives a list of the activities studied in this unit. The student must rank the items in order of preference. Then the group will tally the results and determine the five most popular and the five least popular. Whole class will tally the results of the small groups for class favorite and least favorite.

b. The teacher leads the class in a discussion of the unit vocabulary and the activities of the past three weeks. Students are asked to express personal opinions about the topic of study and the classroom activities; what was easy, difficult, fun, boring.
Activity/Evalution: Students are asked to choose their most or least favorite activity of the past three weeks and write a short paragraph telling why. The finished product will be turned into the teacher.

5. Friday: Vocabulary Review, Grouping, Oral Language, Writing

Materials needed: flashcards, pictures, grids for semantic feature analysis, cassette/ videotape of interviews

a. Teacher plays a cassette or videotape of personal interviews in which people talk about their hobbies, interests, abilities, etc. The class discusses the interviews and what questions were asked. The students come up with a list of questions to be used in an interview.
Activity/Evaluation: Each student copies these questions on his/her own paper. Class is divided into pairs,and the students must interview each other and record the responses. Then students will write up the interview as if for a newspaper.

b. Teacher reviews all vocabulary by means of flashcards, pictures, actions. The teacher takes the students through a grid of semantic feature analysis.
Activity/Evaluation: Students are given one grid with categories already specified and one blank grid. They must fill in the grid with categories already listed. On the blank grid, they must specify their own categories and then fill it in. Students may work in small groups. (See grid attached).

GRID

	woman	man	child	dog	bird	flower	weather	view	bed
handsome		+							
pretty	+		+	+	+	+			+
charming	+		+					+	
lovely	+		+	+	+	+	+	+	+

Sports	location	teams	equipment
soccer	ground pitch stadium	11 players	ball boots strip goal posts
tennis	court	singles doubles mixed doubles	balls net racket
basketball	court	5 players	ball baskets

BIBLIOGRAPHY

Allen, Edward David and Rebecca M. Valette. Classroom Techniques: Foreign Languages and English as a Second Language. New York: Harcourt Brace Jovanovich, Inc., 1977.

Asher, James J. Learning Another Language Through Actions. Los Gatos, California: Sky Oaks Productions, 1979.

Baxter, James. "The Dictionary and Vocabulary Behavior: A Single Word or a Handful?" TESOL Quarterly, Volume 14, Number 3: 325-336, 1980.

Celce-Murcia, Marianne and Lois McIntosh (Ed.). Teaching English as a Second or Foreign Language. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979.

Channell, Joanna. "Applying Semantic Theory to Vocabulary Teaching." English Language Teaching, Volume 35, Number 2: 115-122, 1981.

Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents Publishing Company, Inc., 1974.

Frey, Betty J. Teaching English as a Second Language. Tucson, Arizona: Communication Skill Builders, 1976.

Harvey, P.D. "Vocabulary Learning: The Use of Grids." English Language Teaching, Volume 37, Number 3: 243-246, 1983.

Haycraft, John. An Introduction to English Language Teaching. London: Longman Group Limited, 1978.

Heyer, Sandra. "A Technique for Teaching Vocabulary." TESOL Newsletter: 8-9, April, 1984

Judd, Elliott L. "Vocabulary Teaching and TESOL: A Need for Reevaluation of Existing Assumptions." TESOL Quarterly, Volume 12, Number 1: 71-75, 1978.

Krashen, Stephen D. Second Language Acquisition and Second Language Learning. Oxford: Pergamon Press, 1981.

Krashen, Stephen D. and Tracy D. Terrell. The Natural Approach. Oxford and San Francisco: Pergamon/Alemany Press, 1983.

Kruse, Anna Fisher. "Vocabulary in Context." English Language Teaching, Volume 33, Number 3: 207-213, 1979.

Laufer, Batia. "A Problem in Vocabulary Learning--Synophones." English Language Teaching, Volume 35, Number 3: 294-300, 1981.

Richards, Jack C. "The Role of Vocabulary Teaching." TESOL Quarterly, Volume 10, Number 1: 77-88, 1976.

Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Stieglitz, Ezra L. "A Practical Approach to Vocabulary Reinforcement." English Language Teaching, Volume 37, Number 1: 71-75, 1983.